Üniversite Öğrencilerinin Yabancı Dil Eğitiminde Artırılmış Gerçeklik Teknolojisi Kullanımına Yönelik Görüşleri

University Students' Opinions about Use of Augmented Reality in Foreign Language Teaching

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Extended Summary

Purpose

The current study was aimed to conduct an in-depth investigation of the university students' opinions regarding the use of AR in foreign language teaching. The following research questions (RQ) guided the study:

RQ1: What are the positive aspects of AR technology according to the students?

RQ2: What are the negative aspects of AR technology according to the students?

RQ3: What are the students' suggestions about the use of AR in vocabulary teaching?

Method

A qualitative case study design was used for this study. The participants were all first-year students in the Department of Computer Education and Instructional Technologies at the Education Faculty of a state university in Turkey during the 2015-2016 academic year. Within the context of the study, data were collected from 38 students (17 males, 21 females), aged 18-20. In order to elicit the students' opinions and suggestions about the use of AR technology in foreign language vocabulary teaching, a semi-structured interview form was used. The interviews were conducted with all of the students (N = 38) in groups of 1-2 student(s) by the researcher at the end of the eight-week application period. The interviewing process took approximately three weeks to complete. The data collected from the interviews conducted with the students were analyzed with the content analysis method.

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Eight different applications were developed by the researcher. No criteria were used in the development of the applications, and these are all included in the curriculum of the Foreign Language I course. The image-based AR was used in this study. For the augmented components in the applications, texts and graphics were used. The students used AR applications whenever they wanted in the classroom through their own mobile devices. A few students who did not have smart phones shared the smart phones of other students in their groups.

Results and Discussion

From the interview data, it can be said that the students think that the AR applications used in foreign language teaching provided some useful features for them. First, the students stated that AR saved their time. With AR applications, students completed their translation in shorter time. Students also stated that AR applications helped them to translate from English to Turkish. AR applications helped them to memorize words. While AR offers some opportunities for students, it also creates some challenges. Most of the challenges involve application-related and technical problems. For example, recognition of QR code is an issue for students. According to the students, small screens of their mobile phones make it difficult to use them in language teaching and learning. According to the students, the best side of the AR applications was their constant availability. The students also want to use AR technology even outside the university. The students also demanded pronunciation to be given in the AR applications.

Conclusion

The current study shows that the students' opinions about the educational uses of AR technology are generally positive and that they seem to be willing to use AR in foreign language course. In this study, examples of how smart phones can be used in classroom are presented. It can be said that AR applications can be used as an educational tool to help students' vocabulary learning. According to the results of this study, the following suggestions can be made;

- The participants' prior technological experiences should be adequate to use AR technology. Otherwise they may see no positive benefits in terms of improving their vocabulary learning.
- When students do not have smart phones, it is possible that they experience problems with the use of AR technology.
- In the possible future applications with a similar content, it would be beneficial for students to have access to the pronunciations of words.
- It should be taken into consideration that the application may operate slowly in tools technologically not advanced enough; thus, the expected efficiency cannot be accomplished by students having such tools.
- The school should offer Wi-Fi internet service for the effective use of AR technology.
- When these requirements are met, the use of AR technology can result in positive outcomes.